

Feb 8th, 8:00 AM - 12:30 PM

## Participant Handout

Portland State University

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**Transitional frames: vocabularies, maps and tools to create spaces for sober, holistic, multi-voiced and socially accountable engagements**

**Engagement 1: Dispositions of Engagement**

Table: Dispositions of engagement

disposition	<i>affect</i>	intellectual frame
right vs wrong	(defensive)	<b>absolute certainty</b> search for firm grounds, correct answers, deep desire for affirmation and consensus
transition	(discomfort / confusion)	<b>partial certainty</b> and <b>partial uncertainty</b> not comfortable with ground shifting, search for familiar, authoritative and affirming knowledge
absolute relativism	(quick fix / angst)	<b>many possible 'right answers'</b> , being selective in putting together different knowledge systems
contextual relativism	(pause / discernment)	<b>knowledge is constructed and context dependent</b> , seeing different answers, and that each answer depends on their context of production and where they are situated
liminal knowing	(humility)	focus on <b>the limits of knowing</b> contemplating other possibilities that were impossible to imagine before
de-centered openness	(disarmed)	<b>'presencing'</b> , relating beyond the need for meaning, identity or understanding, deep listening

These dispositions manifest in complex and unpredictable ways, at different points in time, depending on contextual factors. Being able to identify the disposition we bring to a specific conversation and its implications can open different possibilities of engagement.

*What is your current disposition to begin a conversation about equity and engagement?*



## Engagement 2: Different Perspectives on Social Change

### Map: Soft, radical and beyond reform



*What does community engagement, equity and social justice look and feel like in each of these strands?*

*Where do your thinking and practice and the policies and practices of your institution fit and sit in this mapping from your perspective today? Where would you like them to be?*

### Engagement 3: Supporting Alternatives and Life-Sustaining Solutions

*What would you like to know more about based on the facilitators' sharings, and what might be a critical area for your institution to explore and invest in?*



### Engagement 4: Deconstructing Barriers, Reducing Harm, and Transforming Relations

*What are a few barriers / restraining forces that exist to the integration of community engagement and equity work (including leading with race in particular)? Examples include: political, legal, cognitive, emotional, financial, power-based, structural, relational, historical, and more.*

*Who is experiencing these barriers in your context? how do you know? What is the impact of these barriers?*

*What are some of the short- and long-term antidotes ('I don't know' could be answer - signaling need to find out)? (integrate relational as well as structural strategies, think broadly across the continuum - anything from shifting narrative to policy change to actionable capacity-building)*

## Engagement 5: Going Forth - Resiliency, Strength, and Sustainability

*What are some ideas to support the resiliency of students, staff, and leadership during this time of great transition and stress? How does this change when we think about those who are being targeted and marginalized? (communities of color, immigrants, refugees, transpeople, people who identify as women and/or trans, intersecting identities, people living with disabilities, seniors, lesbian/gay/bi/pan, and more?)*



*What are you taking with you and/or leaving behind? What are the implications of the transitional frames presented today for your context of work? What support would you need to use these tools to shift thinking, conversations, policies, practices and relationships in your context?*



## **Additional frames:**

### **Critical Thinking and Decolonizing Checklist: A Guide for Equity Initiatives**

This is an initial list of framing questions to integrate at the beginning of social justice and racial equity initiatives.

#### ***Does this racial equity initiative or effort move towards racial equity by...***

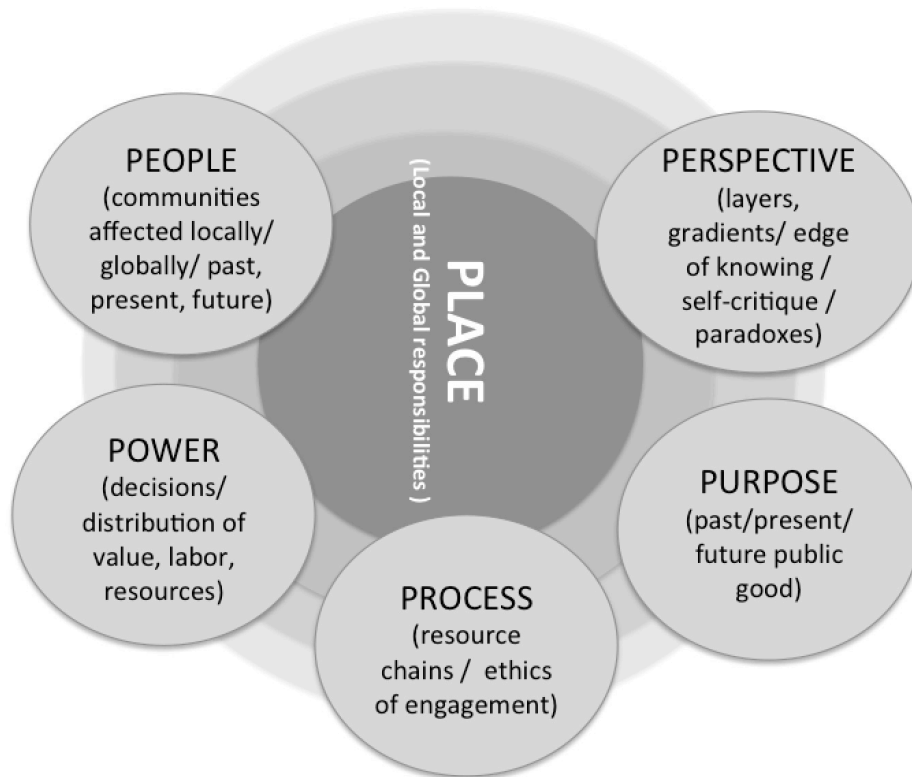
- ☐ inviting people to analyze things from different perspectives?
- ☐ helping to identify where we are being complicit in the making of the problems being addressed?
- ☐ acknowledging that there are other logical ways of looking at the same issue framed by different understandings of reality?
- ☐ offering an analysis of power relations?
- ☐ integrating a mix of structural, relational, and healing strategies following the cultural worldviews of the communities served?
- ☐ portraying communities who are affected by inequities as people who are entitled to:
  - disagree with the system, program, policy at hand; and
  - to legitimately want to implement different solutions than what is being brought forth?

#### ***Does this racial equity initiative or effort perpetuate racial inequities by...***

- ☐ introducing a problem in the present without referring to why this problem exists and how different entities are connected to the making of that?
- ☐ offering a singular view of what is successful or what progress looks like?
- ☐ offering simplistic analyses and answers that do not invite people to engage with complexity nor think more deeply?

## Process Mapping: 6P's of Equity

*How is your institution / pedagogy / curriculum speaking to these various areas in relation to equity and social justice? Racial equity specifically? What barriers come into play when trying to make this work?*



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